

ATTACHMENT III – FISC INDEPENDENCE LEVELS AND EXAMPLES

INDEPENDENCE LEVELS FOR THE FUNCTIONAL IMPROVEMENT SCALE (FISC)

Note: the child may use an assistive device (including orthotic or prosthetic device) to accomplish the tasks except for the level “8” independent.

8 = INDEPENDENT (I) = The child performs the entire activity in an appropriate amount of time without a helper, assistive device, structured environment, or set-up.
7 = MODIFIED INDEPENDENT (Mod I) = The child performs the entire activity in an appropriate amount of time without a helper, but requires one or more of the following: <ul style="list-style-type: none">• assistive device (including orthotic/prosthetic devices)• structured environment (such as modified room or quiet room)• set-up by therapist or helper
6 = SUPERVISION (SUP) = The child performs the entire activity in an appropriate amount of time but requires a therapist or helper in the same room or general area (but farther away than an arm’s reach) to help stay on task or provide verbal cueing such as sequencing reminders.
5 = STANDBY ASSIST (SBA) = The child performs the entire activity in an appropriate amount of time but requires therapist or helper standing within arm’s reach (but not touching) for reasons such as safety, verbal cueing or pointing.
4 = CONTACT GUARD ASSIST (CGA) = The child performs approximately 100% of the physical effort but requires tactile cueing or light hands by the therapist or helper.
3 = MINIMAL ASSIST (MIN) = Child can perform most of the activity (approximately 75%) , and the therapist or helper is required to carry out only a small portion of the activity.
2 = MODERATE ASSIST (MOD) = The child and the therapist or helper each perform approximately 50% of the physical effort.
1 = MAXIMUM ASSIST (MAX) = Child can assist in some part of the activity (approximately 25%) and the therapist or helper is required to carry out most of the activity.
0 = DEPENDENT (DEP) = Child does not participate significantly in the activity and requires total assistance. This score is also used when the task is inappropriate.

EXAMPLES FOR THE FUNCTIONAL IMPROVEMENT SCALE

The following examples represent a few of the possible ways a child can respond to the tasks and provide additional explanation the use of independence levels.

On the task of “moves across room”

- A child can move across the room using a walker and braces. Without the assistive devices the time to cross the room is unreasonable. The score would be “Modified Independent”
- A child can cross the room in good time with and without his AFOs. Normally the AFOs are worn for all upright mobility but this is scored “Independent” because the task can be done without the braces if necessary.

On the task of “dressing the upper body”

- A child can don a pull-over sweater but the garment must be placed front down and opening toward the child so that the sweater end up facing front. This is scored as “Modified Independent” due to the set-up requirement.
- A child can perform the task in a quiet environment during a therapy session but does not do the task at home. This is scored “Modified Independent” due to environmental structure requirement.
- A child needs the therapist or helper to stand in arms range due to risk of falling over backwards. Most of the time the task is done without falling. This is scored as Stand-by Assist.” If light touch is needed most of the time to prevent falling then the task is scored “Contact Guard”
- A child performs the task only if the therapist or helper is very close (within arm’s reach) to keep the child from being distracted or provide a lot of verbal cueing. This is scored as “Stand-by Assist.”
- A child performs the task if the therapist or helper is in the same room (farther away than arm’s reach) but the child cannot stay on task if left alone in the room. Or, the child needs some sequencing instructions that can be given from across the room. This is scored “Supervision.”

On the task of “sit to stand”

- A child sits without support in the chair with feet on the ground, stands up, and briefly maintains standing. The therapist or helper assists the child to lean forward to initiate movement, facilitates knee extension, and guides the child to stand. This is scored “Minimal Assist” because approximately 75% of the work is performed by the child.

On the task “utensil feeding”

- A child brings food to mouth but requires therapist to load the spoon. This is scored “Moderate Assist.”

On the task of “curbs”

- A 14 year old can step up and down from a curb but needs light touch to stop the movement. This is scored “Contact Guard.”
- A ten year old child who has poor judgment but can get up and down a curb stopping movement at completion of the task. With the therapist 10 feet away, using a curb in a patio area the child performs the task completely. This is scored as “Supervision” because that is the maximum level of independence allowed by the FISC
- A 12 year old with severe motor limitation is not tested because the task is beyond his or her motor development. This is scored “Dependent.”

On the task of “bathing”

- An 18 year old child with good cognitive skills is new to the Medical Therapy Unit. She can demonstrate washing and drying the extremities, chest, and abdomen thoroughly in a “dry setting.” Her family reports that she does this by herself at home on a regular basis. This is scored as “Supervision” because that is the maximum level of independence allowed by the FISC.